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direct personal communion with Him from whom it flows and to whom it tends. The work is precious, not alone as a contribution to religious history, but still more as a treasury of calm, liberal, and devout thought on the highest subjects of speculation and reflection.

13. — *Education: Intellectual, Moral, and Physical.* By HERBERT SPENCER, Author of "Social Statics," "The Principles of Psychology," and "Essays, Scientific, Political, and Speculative." New York: D. Appleton & Co. 1861. 12mo. pp. 283.

THE idea which is evolved in this treatise is, that "complete living," being the ultimate object of life, must be the prime aim of education. Science is therefore the great desideratum. The mistakes in life are at first the results of ignorance; repeated, they grow into vicious habits, and deepen into vicious principles. Knowledge should therefore precede the formation of habits. In the prevalent systems of education, merely formal, technical, and instrumental branches of instruction hold the first place, — words ill understood instead of truths and laws. Accurate science is reserved till practical errors of all kinds have taken too deep root in the character to be eradicated thence when they are rejected by the understanding. In a healthful system, teaching by rote should be superseded by the direct presentation of truth. Instead of the provisional discipline of arbitrary rewards and punishments, which, as the child soon learns, has no intrinsic or permanent validity, the inherent tendencies and inevitable consequences of actions should be made obvious, and forced upon the consciousness in the very earliest stages of moral agency. In physical education our author regards excessive restraint and ascetic maxims as the chief sources of evil and danger. The natural appetite, denied its legitimate cravings, and held in check by some strict system of dietetics, seizes with eagerness on its occasional holiday indulgences, and lapses into a coarse animalism; whereas, left to itself, it would be its own moderator, and, never underfed, would not covet special occasions for excess and gluttony. We have no space to discuss this theory. It certainly is plausible, and, doubtless, as opposed to the corresponding error, has a germ of truth. The entire volume claims diligent study, and is replete with suggestions that intimately concern all parents and educators. The author is one of the great thinkers of the age; and, while we are not prepared at all points to accept his philosophy, we rejoice that his several works are to be given to the American public.